DOCUMENT RESUME

ED 268 509 CS 008 409

AUTHOR Ediger, Marlow
TITLE Reading Readiness and the Learner.
PUB DATE 86
NOTE 11p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Beginning Reading; Curriculum Development; Learning Activities; Learning Experience; Motivation Techniques; Prereading Experience; Primary Education; Reading Achievement; Reading Attitudes; Reading Habits; *Reading Programs; *Reading Readiness; *Sequential Approach; Student Attitudes; *Student Interests; *Student Motivation; *Teacher Role

ABSTRACT

A high quality reading readiness program should be available for each student beginning reading. Such a program should be sequential and should emphasize (1) securing the students' interest in reading, and in achieving reading skills, (2) attaching meaning to content being studied in a reading readiness program, (3) providing for each student's present level of achievement with emphasis on sequential progress in reading, (4) guiding students to perceive reasons for learning to read, (5) developing positive student attitudes toward reading, and (6) using diverse activities to help students learn. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED268509

READING REA[illegible]NESS AND THE LEARNER

Marlow Ediger

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marlow Ediger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS008409

READING READINESS AND THE LEARNER

A quality reading readiness program needs to be in the offing for each student beginning initial experiences in reading.

A reading readiness program for young learners needs to be sequential to blend into more formalized means of reading instruction. A quality reading readiness curriculum will emphasize:

1. securing the interests of learners.
2. achieving meaning in learning on the part of students.
3. providing for diverse levels of achievement among pupils.
4. attaining purpose from the involved student's own unique perception.
5. developing appropriate attitudes within students for learning.
6. utilizing a variety of materials and methods to optimize student achievement.

Securing Interests of Learners

What can be done to obtain the attention of students in order that they may achieve as much as possible in reading? A variety of learning activities certainly should assist in securing interests of students. Thus, selected slides, filmstrips, pictures, study prints, films, and transparencies can provide background information for learners in a reading readiness program. The act of reading in a more formalized program of instruction becomes easier if learners understand the related subject matter. If students struggle over both word recognition and ideas in reading a given selection, the skill of reading becomes complex indeed. However, with background information provided by quality audio-visual materials, properly introduced by the teacher, reading as a skill can be more readily developed, as compared to not knowing the meaning of the inherent subject matter. It becomes quite obvious that more than

background information on the part of the learner is needed to acquire abilities in learning to read.

Achieving Meaning in Learning

Young learners in a reading readiness program need to understand the meaning or meanings of abstract symbols. Thus, even in getting learners ready to read, students may already receive practice in understanding content which contains graphemes (symbols) arranged in sequential words, phrases, sentences, and even paragraphs. The experience chart concept may well provide this practice.

To implement the experience chart concept, involved learners need background experiences. The previously discussed audio-visual materials can provide the framework for these background experiences. Also, excursions in the school building, on the playground area, and near to the school grounds may be taken by students with teacher guidance. The excursion experiences may be given orally by involved learners to the teacher in the classroom. The teacher prints neat, large manuscript letters pertaining to content provided by students. The content may be printed on the chalkboard, on a chart, or on a transparency using an overhead projector.

Next, after the completion of the experience chart in which students can see talk written down, the teacher guides students to read the related subject matter. As the teacher points to words, phrases, and sentences, students are developing a basic sight vocabulary.

Meaningful learnings accrue in developing an experience chart due to students having:

1. experienced content contained in the chart.
2. observed their orally expressed ideas being encoded using related graphemes.
3. provided the content which is within their very own speaking vocabularies.

4. experienced reading of content which they provided for the resulting chart.

Pertaining to the utilization of experience charts, Lee and Allen[1] wrote:

> Communication skills, commonly called the language arts, occupies a larger part in the curriculum during the first twelve or thirteen years of basic education than any other curriculum element. In fact, development of communication skills begins very early in the home as the child learns to use his native language with some degree of effectiveness. Our society recognizes, however, that skillful use of the language in all its aspects requires years of instruction and practice. Ability to use language well is closely linked with success in most prestige occupations in our society. It is imperative, then, that we effectively and efficiently teach the communication skills of listening, speaking, reading and writing.

Providing for Diverse Levels of Achievement

It is always important to provide for varied levels of accomplishment on the part of a given set of learners. Pupils differ from each other in many ways, such as interest, motivation, abilities, and needs. How can the teacher provide for these differences in a quality reading readiness program?

The teacher might utilize a flannel board with related cutouts to tell a sequential story. An experience such as this should assist learners to attain background knowledge, as well as think of order of content stated. Each story that pupils will read later in a formalized reading curriculum should contain recommended sequence. Human beings tend to think sequential as to facts, concepts, and generalizations. A quality story told to young learners with visuals should assist in providing learning emphasizing sequence in reading readiness.

Pupils may also tell stories without or with the use of a flannel board. The story should be on the present achievement and understanding level of the involved learner.

---

[1]Doris M. Lee and R. V. Allen, Learning to Read Through Experience, Second edition. New York: Appleton-Century-Crofts, 1963, page 1.

A second approach in providing for diverse progress levels could involve oral reading of stimulating stories to students. The content needs to be carefully selected to capture the interests of involved pupils. Illustrations contained in the context may be shown to learners as the oral reading activity progresses. The teacher needs to observe listeners to notice attentiveness. Reading orally with enthusiasm and intonation is important.

Using commercially prepared reading readiness materials may also assist in providing for individual differences. Selected learners may proceed more rapidly than others in the classroom due to abilities and motivation possessed. Thus, on a reading readiness page, learners may draw a line to match upper and lower manuscript letters. Visual discrimination is then being emphasized. Learners notice likenesses and differences in letters. Each upper case letter has a different configuration. Upper case letters, of course, have a different appearance, one from the other, as compared to lower case manuscript letters. Thus, the upper case letter "A" is quite different in appearance from the lower case"a." The upper case "C" is taller than the lower case letter "c." Otherwise the upper case and lower case "c" appear quite similar in appearance. In utilizing commercially prepared reading readiness materials, the teacher needs to make definite provisions for individual differences among learners.

Individual differences also can receive adequate attention in teacher prepared readiness materials. Thus, a teacher may have learners engage in activities, such as the following to proceed at their own rate of achievement:

1. Cross out a word that looks different from two other words, e. g. dog, room, dog. From the simple to the complex in sequence should be the guide in developing the visual discrimination experiences for students in marking the word in print that is differenct from two other words.

2. Choose the picture that looks different from two other illustrations, e. g. pictures of two identical dogs and a picture of a boy.

3. Pick the letter that is different, e.g. a b b.

In providing for individual differences, each learner needs to be permitted to attain as rapidly as abilities permit. No learner should be held back to where others are achieving. Nor should students be hurried along to a point to which meaningful learning is not possible.

Purpose in Learning

What can be done to assist students to attach reasons for participating in ongoing experiences? Learners achieve at a higher rate if a reason or reasons are involved in learning subject matter, skills, and attitudes. In a quality reading readiness program, pupils may engage in learning to read words attached to relevant concrete objects in the classroom. Thus, the word "chair" should be printed in neat manuscript letters and attached to a real chair and the word "table" placed on a real table. Other vital words need also to be printed and placed on concrete objects. It is recommended that words in manuscript need selecting (and placed on objects) which will aid students later on in reading significant words in a more formal program. Each pupil needs to read at an increasingly proficient level.

Explaining to students how in learning to read the labeled words will aid them in reading more complex materials is significant.

The Dolch[2] list of 220 basic sight words remain relevant for students today. The 220 words are:

a	as	black	cold	eat	for	grow	how
about	ask	blue	come	eight	from	had	hurt
after	at	both	could	every	full	has	I
again	ate	bring	cut	fall	funny	have	if
all	away	brown	did	far	gave	he	in
always	be	but	do	fast	give	help	into
am	because	by	does	find	go	her	is
an	been	call	done	first	goes	here	it
and	before	came	don't	five	going	him	its
any	best	can	down	fly	good	his	jump
are	better	carry	draw	for	got	hold	just
around	big	clean	drink	found	green	hot	keep

[2]Listed in Diane Lapp and James Flood. Teaching Reading to Every Child. New York: The Macmillan Company, 1978, page 246.

kind	must	open	right	small	there	us	which
know	my	or	round	so	these	use	white
laugh	myself	our	run	some	they	very	who
let	never	out	say	soon	this	walk	why
like	new	over	saw	start	those	want	will
little	no	own	say	stop	three	warm	wish
live	not	pick	see	take	to	was	with
long	now	play	seven	tell	today	wash	work
look	of	please	shall	ten	together	we	would
made	off	pretty	she	thank	too	well	write
make	old	put	show	that	try	went	yes
many	on	ran	sing	the	two	were	you
may	once	read	sit	their	under	what	your
me	one	red	six	them	up	when	
much	only	ride	sleep	then	upon	where	

The teacher may desire to select a few of the words at chosen intervals to guide learners in achieving word recognition skills. The teacher may challenge students to master the words using a flashcard approach. Inexpensive prizes or certificates may be given for mastery learning. The number of words selected for students to master should not be excessive. Rather, the number selected is reasonable and can become a part of the basic sight vocabulary of each learner. Success in learning and positive attitudes developed by each student is vital. If learners develop negative side effects from ongoing activities, harmful end results in learning to read will be in the offing. Continuous progress from each learner is recommended. To attain continuously, each student needs to be successful in learning and thus achieve what is impossible to learn will definitely hinder in developing positive attitudes toward learning.

Developing Appropriate Attitudes

If learners are to achieve appropriately, quality feelings toward learning need adequate emphasis. Playing games which aid students in achieving vital goals may emphasize affective ends. In a quality auditory discrimination program, pupils may provide words which rhyme with a given word provided by the teacher. Appropriate words need to be selected for this activity. How many words can students then give which rhyme with "hat." The word lends

itself to learners giving numerous rhyming words such as bat, cat, fat, mat, vat, and rat. Other words which the teacher might use in a game situation in determining how many rhyming words pupils can provide include: can, ball, and run.

When students suggest words that rhyme, not only do auditory discrimination goals become relevant in the reading curriculum, but also enjoyment of learning as an attitude is relevant.

Pupils can also be challenged to provide words which have the same beginning sound as a word provided by the teacher. Thus, when ready, pupils may give words which have the same beginning sound as each of the following: bay, cake, role, and do.

There are students who cannot hear sounds and may need to depend upon the sight method more so then the sound approach to identify unknown words in a sequential reading program.

Pictures may also be used in a quality auditory discrimination lesson or unit. For example, the involved learner may cross out which picture of an animal does not begin in sound like the other two illustrations: Baby, fox, and boy.

Bush and Huebner[3] wrote:

1. Auditory and visual discrimination must be blended. From words that the child recognizes when he hears them , he is taught to recognize them when he sees them. Thus he blends the auditory and the visual processes.

2. The teacher should illustrate a particular sound with as many words as possible. Words and pictures should be used together for reinforcement and association. With the use of pictures, children can furnish additional words illustrating the particular sound.

3. Reliance upon only one method of word analysis is wrong. All the clues should be brought into play.

---

[3]Clifford Bush and Margaret Huebner, Strategies for Reading in the Elementary School. New York: Macmillan Publishing Company, 1979, page 83.

4. Teachers should direct to the individual child questions that will help him or her analyze the letter-sound relationships. Children vary in this ability and in the ability to generalize from specifics.

5. All elementary teachers should be familiar with the entire phonics program. No matter what grade or level is taught, there must be teaching, practice, reteaching, and review of certain phonic skills, at least with some of the children.

6. Some children need little phonics instruction. Substituting sounds in familiar words or adding sound to familiar words may suffice for them. Examples of substitution are ban for the known can, or bat for known cat. Examples of adding a sound are farm where arm is known, or rant when ran is known.

7. By diagnosing the strengths and weaknesses of the class, the teacher determines how much time to spend on phonics and with which children phonic instruction and practice is needed. It is usually a waste of time to teach the whole class or group that which only a few need.

Utilizing varied Media

Quality reading readiness curriculum must emphasize a variety of materials and methods of teaching and learning. Each learner differs from others in many ways. Since multiple differences exist among students, each learner needs to be adequately provided for to achieve in an optimal manner.

Objectives need to be carefully chosen for students to attain on an individual basis. The types of objectives emphasized should reflect the concept of balance in the reading curriculum. Thus, understandings, skills, and attitudinal ends should be emphasized in teaching-learning situations. To attain understandings goals, vital facts, concepts, and generalizations should be stressed for learner attainment. Skills ends emphasize a learning by doing approach. A student then achieves abilities in using visual discrimination skills (developing a basis sight vocabulary), auditory discrimination methods (phonetic analysis), and picture clues (illustrations utilized to identify unknown words.) Attitudinal ends are equally significant to achieve as compared to understandings and skills goals. Quality attitudes emphasize positive feelings toward reading as a curriculum area. With improved attitudes,

students achieve at a more optimal rate in reading.

In Conclusion

Teachers and supervisors need to follow selected standards in a quality reading readiness program. Thus, an exemplorary curriculum in securing a student's abilities to be ready to read include:

1. getting learners' interests (attention) in desiring to achieve skills in reading.

2. attaching meaning (understanding) to content being studied in a reading readiness program.

3. providing for each student's present level of achievement with emphasis being placed upon sequential progress in reading for pupils.

4. guiding pupils to perceive purpose or reasons for wanting to learn to read.

5. assisting learners to develop positive attitudes toward the curriculum area of reading.

6. using diverse kinds of learning activities in guiding learners to achieve optimally.